

BF.IV Performance results for children with disabilities on the Missouri Assessment Program (MAP) improve at a rate that decreases any gap between children with disabilities and their nondisabled peers.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):

Missouri Assessment Program (MAP) Performance

The following tables compare MAP index scores for all students and for students with disabilities. The MAP index is a weighted average ranging from 100 to 300 with 100 indicating that all students scored in the lowest achievement level and 300 indicating that all students scored in the highest achievement level.

Missouri Assessment Program (MAP) Performance Results - Communication Arts				
Grade Level	Year	Index		
		All Students	Students with Disabilities	Gap
03	2000	197.2	167.0	30.2
	2001	198.2	173.8	24.4
	2002	202.3	178.4	23.9
	2003	201.0	180.6	20.4
	2004	201.9	185.0	16.9
07	2000	190.8	141.5	49.3
	2001	194.0	147.0	47.0
	2002	192.6	148.0	44.6
	2003	191.8	146.8	45.0
	2004	191.2	149.7	41.5
11	2000	182.9	124.8	58.1
	2001	187.0	133.5	53.5
	2002	186.4	131.4	55.0
	2003	184.8	129.5	55.3
	2004	185.2	133.0	52.2

Missouri Assessment Program (MAP) Performance Results - Reading				
Grade Level	Year	Index		
		All Students	Students with Disabilities	Gap
03	2000	201.0	160.8	40.2
	2001	200.3	171.8	28.5
	2002	216.0	189.8	26.2
	2003	207.8	184.3	23.5
	2004	207.2	188.8	18.4
07	2000	192.9	131.4	61.5
	2001	197.1	136.1	61.0
	2002	200.3	140.2	60.1
	2003	196.2	137.3	58.9
	2004	195.8	142.8	53.0

Missouri Assessment Program (MAP) Performance Results - Mathematics				
Grade Level	Year	Index		
		All Students	Students with Disabilities	Gap
04	2000	209.7	179.9	29.8
	2001	211.4	183.5	27.9
	2002	210.7	183.1	27.6
	2003	210.4	186.6	23.8
	2004	214.4	192.6	21.8
08	2000	167.6	124.9	42.7
	2001	170.4	130.1	40.3
	2002	170.0	129.4	40.6
	2003	173.1	133.4	39.7
	2004	173.4	134.5	38.9
10	2000	162.2	118.0	44.2
	2001	167.0	125.2	41.8
	2002	163.8	122.2	41.6
	2003	167.5	125.1	42.4
	2004	171.1	126.2	44.9

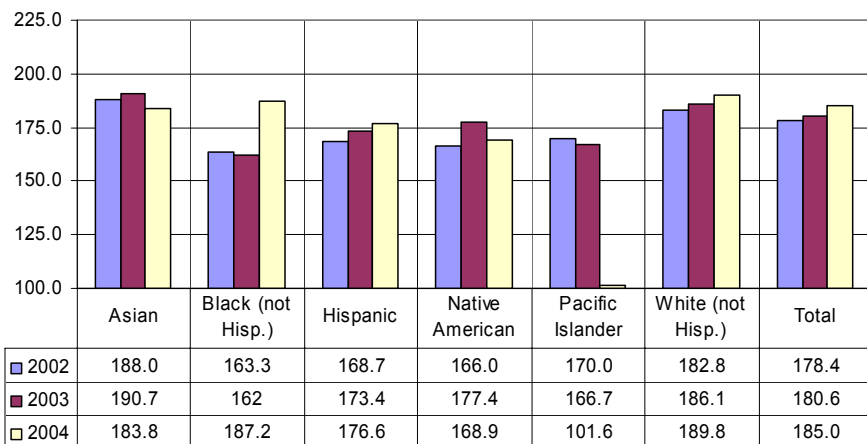
Missouri Adequate Yearly Progress

		Communication Arts			Mathematics		
		2002	2003	2004	2002	2003	2004
State Proficiency Goal		18.4	19.4	20.4	8.3	9.3	10.3
IEP	% Prof	8.5	8.9	10.5	7.3	8.1	9.0
	% LND	4.0	4.2	2.6	2.9	2.8	2.0
Total	% Prof	30.7	29.7	29.9	21.1	21.3	22.9
	% LND	1.9	2.1	1.1	1.4	1.5	0.9

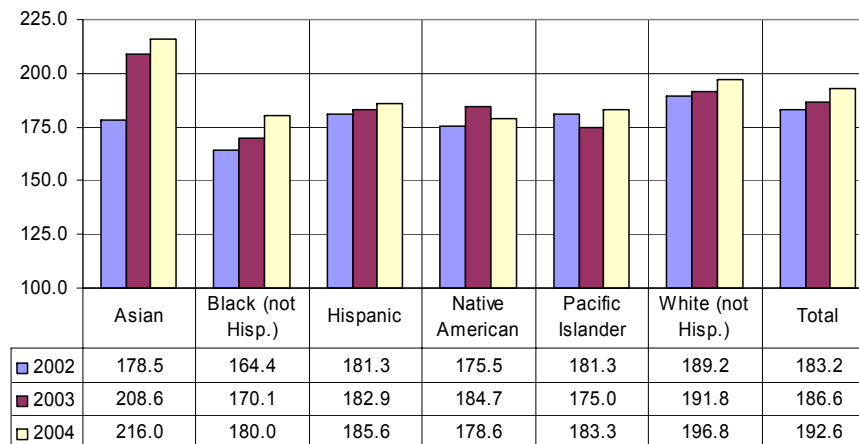
% Prof = Percent of students scoring in top two of five achievement levels (Proficient and Advanced)

% LND=Level Not Determined is the percent of students who did not receive a MAP score. For AYP calculations the students taking the MAP-Alternate have been excluded from LND. Those students have been included in the denominator when calculating the percent of students Proficient or Advanced.

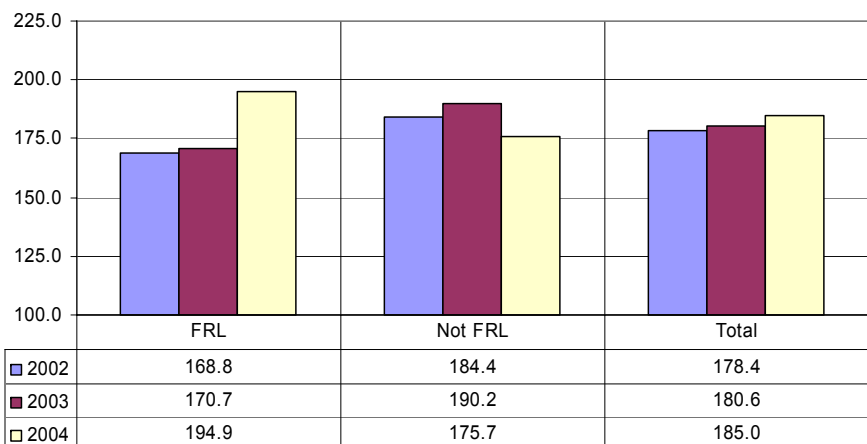
**MAP Communication Arts - Grade 3
IEP Index Trends by Race**



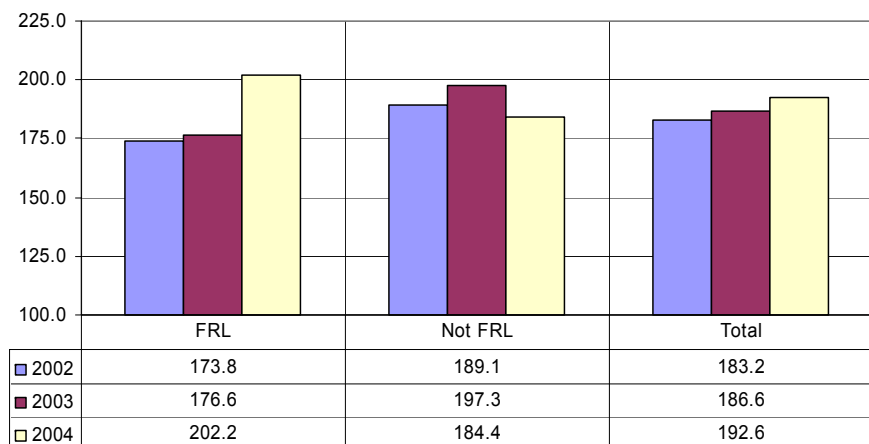
**MAP Mathematics - Grade 4
IEP Index Trends by Race**



**MAP Communication Arts - Grade 3
IEP Index Trends by Free/Reduced Lunch Status**



**MAP Mathematics - Grade 4
IEP Index Trends by Free/Reduced Lunch Status**



Overall, performance on the MAP test has been increasing for students with disabilities, and in all cases except Grade 10 Mathematics, the gap between all students and students with disabilities decreased from 2003 to 2004. Increases are also seen for the larger race/ethnic groups in the state.

MAP-Alternate

- Missouri began assigning achievement levels for students taking the alternate assessment (MAP-A) in 2003-04. Prior to that each goal addressed in the portfolio was rated individually and progress towards each goal was reported.
- In 2004, the MAP-A was assessed at grades 4, 8 and 11. Previously the MAP-A was assessed at ages 9, 13 and 17.
- Due to the MAP-A being assessed at grades 4, 8 and 11, achievement is reported for Grades 4 and 8 Mathematics and Grade 11 Communication Arts in Attachment 3.

MAP Participation

See Attachment 3 – Report of Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade and Type of Assessment Baseline/Trend Data

Summary of MAP and MAP-A Participation Data

Content Area	Enrollment	Total MAP	Total MAP-A	Percent Participation	Absent	Not Assessed
Math Grade 4	10,490	10,092	159	97.7%	37	202
Math Grade 8	10,396	144	126	97.1%	126	191
Math Grade 10	8,981	8,560	0	95.3%	195	226
Comm Arts Grade 3	10,166	9,905	0	97.4%	26	235
Comm Arts Grade 7	11,170	10,827	0	96.9%	106	237
Comm Arts Grade 11	7,251	6,809	196	96.6%	174	72

Data show the percent of students with disabilities participating in the MAP and MAP-Alternate assessments is over 95% for all grade levels. Students included in the “Not Assessed” category include students who were eligible to take the alternate assessment, but who did not submit a portfolio for one of two reasons:

- 1) In 2004, the MAP Alternate (MAP-A) was assessed at grades 4, 8 and 11. Previously, the MAP-A was assessed at ages 9, 13 and 17. When the DESE made the transition from age eligibility to grade eligibility, students that were grade eligible in 2004 were not required to participate in the assessment if he/she had been assessed in one of the prior two years.
- 2) In 2004, the MAP-A was not required for grades 3, 7 and 10. A contract is in place, and alternate assessments are being developed that will correspond to all MAP assessments by 2006.

Monitoring Data:

Districts are evaluated in regards to performance data including assessment performance and participation. For each performance item indicated as “not met,” the agency must develop a plan to address the lack of progress. The criteria for performance calls have become more rigorous during this third cycle of monitoring. The performance data below shows that an increasing percent of districts are not meeting minimum performance expectations, however, in many cases, each year the threshold has been raised. The performance data provided above show that overall, performance results for students with disabilities have been increasing.

Performance Data 200400 -- Percent of children with disabilities in grade 3 who are proficient readers increases

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	99	59	59.6%
2002-03	92	34	37.0%
2003-04	97	53	54.6%

Performance Data 200500 -- Percent of children with disabilities in grade 7 who are proficient readers increases.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	100	66	66.0%
2002-03	92	66	71.7%
2003-04	103	89	86.4%

Performance Data 200600 -- Percentage of children with disabilities in grade 3 who have the MAP Communication Arts exam read to them decreases.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	96	51	53.1%
2002-03	89	66	74.2%
2003-04	91	50	54.9%

Performance Data 200700 -- Percentage of children with disabilities in grade 7 who have the MAP Communication Arts exam read to them decreases.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	97	67	69.1%
2002-03	91	61	67.0%
2003-04	97	59	60.8%

Performance Data 200800 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Communication Arts - Grade 3.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	96	57	59.4%
2002-03	91	41	45.1%
2003-04	97	55	56.7%

Performance Data 200805 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Communication Arts - Grade 7.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	98	72	73.5%
2002-03	90	49	54.4%
2003-04	104	83	79.8%

Performance Data 200810 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Communication Arts - Grade 11

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	87	78	89.7%
2002-03	79	64	81.0%
2003-04	84	75	89.3%

Performance Data 200830 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Math - Grade 4.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	99	43	43.4%
2002-03	92	33	35.9%
2003-04	98	62	63.3%

Performance Data 200835 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Math - Grade 8

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	97	79	81.4%
2002-03	92	67	72.8%
2003-04	104	81	77.9%

Performance Data 200840 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Math - Grade 10.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	88	74	84.1%
2002-03	97	64	66.0%
2003-04	83	65	78.3%

Performance Data 201000 -- Participation in general state assessments is comparable to statewide data.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	0		
2002-03	92	41	44.6%
2003-04	102	45	44.1%

Performance Data 201100 -- Percentage participating in alternate assessments at each grade level is no greater than 1% of the student population at that grade level.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	101	4	4.0%
2002-03	83	0	0.0%
2003-04	86	13	15.1%

The following monitoring data provide information on the number of districts reviewed each year and the number and percent that were found out of compliance at the initial review. The last column "Number not cleared" represents the number of districts with noncompliance that was not corrected as of the most recent follow-up review. Several district follow-up reviews are not yet due for districts with initial reviews in 2003-04; those districts are not reflected in the number not cleared. Procedures for clearing the remaining noncompliance are detailed in GS.I.

State & District-wide Assessment 9 -- Modification and accommodations for general state and district-wide assessments are provided, as determined appropriate on the IEP.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	93	8	8.6%	0
2002-03	96	19	19.8%	2
2003-04	105	16	15.2%	2

Indicator B 108100 -- A statement defining the child's participation in state assessments of student achievement.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	95	9	9.5%	0
2002-03	96	10	10.4%	2
2003-04	105	11	10.5%	1

Indicator B 108200 -- A statement defining the child's participation in agency-wide assessments of student achievement.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	94	12	12.8%	0
2002-03	95	16	16.8%	1
2003-04	105	13	12.4%	1

Indicator B 108220 -- Addresses necessary accommodations/modifications:

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	91	7	7.7%	0
2002-03	89	10	11.2%	0
2003-04	103	7	6.8%	0

Performance calls made in conjunction with monitoring reviews indicate that many districts are not meeting the minimum acceptable levels of performance for students with disabilities. The performance calls encourage improvement in performance due to the fact that districts must develop a plan to improve performance over time. Results for procedural compliance show that approximately 10%-15% of districts are found out of compliance.

Professional Development

Training modules most pertinent to achievement are included in the following table:

Training/Event Title	Districts attending prior to 2003-04	Unduplicated Districts for 2003-04	Did Not Attend this Event Prior to 2003-04	Did Attend this Event Prior to 2003-04
Differentiated Instruction	13	52	48	4
Least Restrictive Environment in Early Childhood Special Education	30	7	7	0
Least Restrictive Environment in K-12	19	9	7	2
Measurable Goals and Objectives	146	63	44	19

Public Reporting Sites

The following links are two of the primary sources of assessment data for students with and without disabilities:

<http://www.dese.mo.gov/divimprove/assess/>

<http://www.dese.mo.gov/schooldata/>

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

Targets were established in conjunction with the Improvement Plan which was submitted in July 2003. A specific benchmark was not identified for the 2003-2004 school year; however, progress will be assessed by determining progress towards the 2005 benchmark.

2003-2004 Adequate Yearly Progress (AYP) proficiency goals for all students, including students with disabilities, were 20.4% proficient in Communication Arts and 10.3% proficient for Mathematics. For AYP purposes, "proficient" is defined as the Proficient and Advanced achievement levels (top two of five levels).

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

Missouri was in the improvement planning phase of the Continuous Improvement Monitoring Process during the 2002-2003 school year. Increasing elementary achievement for students with disabilities was selected as a priority area by the Part B Steering Committee. A committee of stakeholders met for two two-day sessions in April 2003. This committee worked through a root cause analysis and identified strategies and activities that would increase elementary achievement for students with disabilities. These activities began during the 2003-2004 school year. The following provides a summary of efforts in the area of student achievement since the last APR. Due to the multi-year plan for many activities, progress on partially completed activities is incorporated in the Future Activities section below.

Improvement Planning/State Improvement Grant

Missouri was awarded a State Improvement Grant (SIG) August 2004. SIG dollars were earmarked to address elementary achievement. In order to allocate SIG dollars, districts were ranked by performance on Communication Arts Grade 3 and Mathematics Grade 4, along with other factors. Approximately 30 districts were selected and notified that they were eligible to use SIG awards for professional development or programs to increase elementary achievement. These districts are working with the special education consultants to analyze data in order to develop improvement plans at which time the SIG awards can be used to implement the improvement plans.

Focused Monitoring Pilot

Simultaneously to identifying districts for SIG assistance, Missouri was working to create a pilot process for focused monitoring of which elementary achievement is a focus area. Six districts that had been identified through the SIG analysis were having district accreditation reviews during 2004-05, and were therefore selected for the focused monitoring pilot process. DESE staff are currently conducting the focused monitoring reviews which include data analysis, file reviews and interviews with students, parents and district staff.

Both the SIG improvement planning process and the focused monitoring process will be evaluated at the end of 2004-05 and district progress will be monitored over the next several years.

Progress Report: Statewide Alternate Assessments

The DESE contracted with Measured Progress to assist in the development of Missouri Revised MAP-A. These new assessments for math and communication arts will be based on grade level expectations and administered at grades 3-8 and high school assessments at grade 11 for communication arts and grade 10 for mathematics. Activities associated with this project are included in the Future Activities section below.

Progress Report: District-wide Assessments and Alternates

The Division is participating in a Department-wide planning committee for the fourth cycle of the Missouri School Improvement Plan (MSIP) which begins with the 2006-2007 school year. Discussions are occurring regarding the report writing forms which are used as school districts are reviewed. The report writing form can be expanded to provide direction to MSIP team members on how to evaluate the required guidelines for including students with disabilities in district testing programs. The intent is to require additional information on district-wide tests used and their purpose, as well as direction on the use of accommodations and modifications and determinations on how children with disabilities would be assessed if they could not participate in district-wide assessments. Changes were not made to the MSIP Standards and Indicators Manual used for district accreditation due to timing issues; however, changes to the report writer should incorporate the needed enhancements.

DESE's Special Education Monitoring Self-Assessment has been modified to include information on the district-wide assessments. Districts being monitored during the 2005-2006 school year will be submitting this information with their Self Assessment in April 2005.

Monitoring reviews during 2004-05 look at assessment information through the Present Level of Educational Performance which addresses state and district-wide assessment participation and the IEP which addresses what tests will be taken and which accommodations, if any, are appropriate for each child. Files are reviewed by the district during the self-assessment and by DESE during the desk and/or onsite reviews.

MAP-Alternate participation data is also reviewed if the percent of participation in the MAP-Alternate is greater than one percent of enrollment, or if the district failed to identify a reasonable number of students to participate in MAP-A based on child count in certain disabilities/placements such as Mental Retardation/Self-Contained. This performance call is reported back to districts in the final report.

4. Projected Targets:

Benchmarks and targets were established in Missouri's Improvement Plan to coincide with AYP state proficiency goals for all students. However, the United States Department of Education approved a revision of the 2005 targets for the AYP state proficiency goals for all students in January 2005. The following table reflects this revision.

Advanced and Proficient (IEP)		
Statewide Progress	Grade 3 Communication Arts	Grade 4 Mathematics
2005 Benchmark	26.6%	17.5%
2008 Target	59.2%	54.2%

- 100% of students with disabilities will participate in MAP or MAP-Alternate assessments
- Assessment results for students with disabilities will be publicly reported with same frequency as for all students

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See also GS.I, GS.IV, GS.V, BP, BF.V and BF.VI

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BF.IV	IEPs teams will utilize the grade level expectations for reading and mathematics for students with disabilities in grades K-4.	Final versions of grade level expectations to special education directors, parent and special education teachers.	2004-2005	<u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> SIG Part B
		Training developed on how to incorporate the grade level expectations into IEPs.	2005-2006	
BF.IV	Research-based practice information regarding reading and math instruction for students with disabilities will be implemented at the local level.	Research-based models and materials effective for students with disabilities and high poverty identified	2004-2005	<u>Section Responsibility:</u> Effective Practices RPDC Consultants MRI and Reading First <u>Funding Type:</u> SIG Part B
		Collaboration with existing DESE reading initiatives (Reading First and MRI Accelerated Schools.)	2004-2005	
		District staff trained in models through the RPDCs	2004-2005	
		Website/link updated.	2005-2006	

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BF.IV	Technical assistance and training in the use of appropriate accommodations will be developed.	Trainers trained	2004-2005	<u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> SIG Part B
		Training conducted and technical assistance available	2005-2006	
BF.IV	Districts implementing Problem Solving and Differentiated Instruction will reduce the number of referrals to special education	Data collected on referral rates	2006	<u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> SIG Part B
		Monitoring Standards revised	2006-2007	
		Training conducted on monitoring process and expectations	2006-2007	
BF.IV BF.I GS.V	Develop and implement training for educators regarding data based decision-making	Annual Program Evaluation model developed	Completed	<u>Section Responsibility:</u> Effective Practices Data Coordination Compliance <u>Funding Type:</u> Part B
		Training for Directors of special education and curriculum directors developed and implemented.	2004-2005	
		Training implemented in nine RPDC regions	2004-2005	
		Targeted technical assistance to districts developed based on special education district Profile data.	2004-2005	
		Special education Consultants in RPDCs provided technical assistance regarding professional development needs	2004-2005	
BF.IV	From the MAP assessment, create a usable system of the data designed to help teachers move students with disabilities to the proficient level	Crystal Reports selected as new software	Completed	<u>Section Responsibility:</u> Data Coordination Effective Practices Compliance <u>Funding Type:</u> Part B
		Students with disabilities reports reviewed	2004-2005	

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BF.IV	Develop online professional development modules and study group resources for online reference for professional development.	Discussions with IHE faculty and CISE the possibilities for web-based offerings for parents and teachers regarding increasing student achievement	Completed	<u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B
		Learning community resources determined for parents and teachers	2005-2006	
		Existing modules to put online identified	2004-2005 and 2005-2006	
		Resources put online for easy access	2005-2006	
		Surveys of desired online professional development resources conducted	2004-2005	
		Survey of how these resources are used conducted	2005-2006	
BF.IV	Develop Missouri's Revised MAP-Alternate	Contract with Measured Progress	Completed	<u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B
		Development of Revised MAP-A	Completed	
		Pilot training	Completed	
		Pilot implementation	Spring 2005	
		Revise and finalize materials	Winter 2005	
		Full implementation	Spring 2006	